



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

World Geography

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

World Geography Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 World Geography Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

World Geography Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the Essential Understandings, Knowledge, and Skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

World Geography Sample Scope and Sequence

Introduction

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of world geography that are included in the Virginia Standards of Learning. It is organized by geographic topics to facilitate student understanding. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

World Geography Sample Scope and Sequence

Overview of the World Geography Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Basic Geographic Skills	WG.1a, b, c, d, e
Physical and Ecological Processes	WG.2a, b, c
Regional Concepts	WG.3a, b, c
Physical, Economic, and Cultural Characteristics of Continents	WG.4
Human Population	WG.5
Human Migration	WG.6
Resources	WG.7a, b
Developed vs. Developing Countries	WG.8
Economic Interdependence	WG.9a, b, c, d
Division and Control of the Earth's Surface	WG.10a, b, c
Urban Development	WG.11a, b, c
Geographic Interpretation	WG.12a, b

World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Basic Geographic Skills</p> <p>These skills should be reinforced throughout the academic year.</p>	Explain how the use of a variety of sources supports the process of geographic inquiry.	WG.1a	<ul style="list-style-type: none"> Quizzes Student projects Unit tests 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> Audiovisual materials Education Place National Council for the Social Studies National Geographic Textbook United States Department of Education WorldNet Virginia 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities
	Define the following geographic concepts: <ul style="list-style-type: none"> Scale Latitude Longitude Relative location Orientation 	WG.1a		
	Explain that latitude and longitude define absolute location.	WG.1a		
	Explain how relative location describes the spatial relationship between and among places.	WG.1a		
	Explain that a variety of scales is necessary to represent areas when developing maps and the scale determines the amount of detail shown on a map.	WG.1a		
	Explain that a compass rose (directional indicator) identifies map orientation.	WG.1a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Geographic Skills (continued) These skills should be reinforced throughout the academic year.	Use the compass rose (directional indicator) to identify and use cardinal directions.	WG.1a		
	Demonstrate the following sources used to obtain geographical information: <ul style="list-style-type: none">• GIS (Geographic Information Systems)• Field work• Satellite images• Photographs• Maps and globes• Data bases• Primary sources	WG.1a		
	Locate places using latitude/longitude on maps and globes.	Support Skills for SOL WG.1a		
	Gather, classify, and interpret information.			
	Compare maps of different scales.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Basic Geographic Skills (continued)</p> <p>These skills should be reinforced throughout the academic year.</p>	Identify mental maps as maps based on objective knowledge and subjective perceptions.	WG.1b		
	<p>Identify the following uses of mental maps to organize information:</p> <ul style="list-style-type: none"> • Carry out daily activities (e.g., route to school, shopping) • Give directions to others • Understand world events 	WG.1b		
	Explain that people develop and refine their mental maps through both personal experience and learning.	WG.1b		
	<p>Describe the following ways mental maps can be developed and refined:</p> <ul style="list-style-type: none"> • Comparing sketch maps to maps in atlases or other resources • Describing the location of places in terms of reference points (e.g., the equator, prime meridian) • Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico) 	WG.1b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Geographic Skills (continued) These skills should be reinforced throughout the academic year.	(Ways to develop and refine mental maps continued) <ul style="list-style-type: none">Describing the location of places in terms of the human characteristics of a place (e.g., languages, types of housing, dress, recreation, customs and traditions)			
	Explain that mental maps serve as indicators of how well people know the spatial characteristics of certain places.	WG.1b		
	Locate places on maps and globes.	Support Skills for SOL WG.1b		
	Interpret maps and globes.			
	Draw maps from memory.			
	Evaluate information.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Basic Geographic Skills (continued)</p> <p>These skills should be reinforced throughout the academic year.</p>	<p>Illustrate the following ways maps show information:</p> <ul style="list-style-type: none"> • Symbols • Color • Lines • Boundaries • Contours 	WG.1c		
	<p>Explain that a map is a visual representation of geographic information.</p>	WG.1c		
	<p>Show the following major types of thematic maps:</p> <ul style="list-style-type: none"> • Population (e.g., distribution and density) • Economic activity • Resource • Language • Ethnicity • Climate • Precipitation • Vegetation • Physical • Political 	WG.1c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Geographic Skills (continued) These skills should be reinforced throughout the academic year.	Select the appropriate geographic resource to draw conclusions.	Support Skills for SOL WG.1c		
	Compare and contrast information found on different types of maps.			
	Compare maps and make inferences.			
	Draw conclusions and make inferences about geographic data.			
	Identify and interpret regional patterns on maps.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Basic Geographic Skills (continued)</p> <p>These skills should be reinforced throughout the academic year.</p>	<p>Explain how maps reflect changes over time in the following areas:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Map of Columbus' time • Satellite images • GIS (Geographic Information Systems) <p>Place names</p> <ul style="list-style-type: none"> • Formosa, Taiwan, Republic of China • Palestine, Israel, Occupied Territories <p>Boundaries</p> <ul style="list-style-type: none"> • Africa—1914, 1990s • Europe—Before World War II and after World War II; since 1990 • Russia and the former Soviet Union • Middle East—Before 1948, after 1967 <p>Perspectives of place names</p> <ul style="list-style-type: none"> • Arabian Gulf v. Persian Gulf • Sea of Japan v. East Sea • Middle East v. North Africa and Southwest Asia <p>Disputed areas</p> <ul style="list-style-type: none"> • Korea • Western Sahara • Former Yugoslavia • Kashmir 	WG.1d		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Basic Geographic Skills (continued)</p> <p>These skills should be reinforced throughout the academic year.</p>	Compare maps and make inferences.	Support Skills for SOL WG.1d		
	Interpret the ideas, concepts, or events expressed by a cartoon, picture, or other graphic media.			
	Compare and contrast information found on different types of maps.			
	Explain that all maps are distorted representations of the Earth's surface.	WG.1e		
	<p>Identify the following aspects of the Earth that can be distorted by maps:</p> <ul style="list-style-type: none"> • Area • Shape • Distance • Direction 	WG.1e		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Geographic Skills (continued) These skills should be reinforced throughout the academic year.	Explain that different map projections are developed for specific purposes.	WG.1e		
	Show samples of the following map projections: <ul style="list-style-type: none">• Mercator• Polar• Robinson	WG.1e		
	Identify the following ways in which specific projections are used: <ul style="list-style-type: none">• Mercator—Ship navigation• Polar—Airline navigation• Robinson—Data representation	WG.1e		
	Identify and explain distortions in map projections.	Support Skill for SOL WG.1e		
	Identify regional patterns on maps and globes.			
	Interpret regional patterns on maps and globes.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes	Identify the following common characteristics that define climate: <ul style="list-style-type: none"> • Temperature • Precipitation • Seasons (hot/cold; wet/dry) 	WG.2a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<i>See page 72 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain how the interplay of the following elements influence regional climate patterns: <ul style="list-style-type: none"> • Influence of latitude • Influence of winds • Influence of elevation • Proximity to water 	WG.2a		
	Label and describe the following world climate regions: <ul style="list-style-type: none"> • Low latitudes—e.g., tropical wet, tropical wet and dry, arid, semiarid, highland • Middle latitudes—e.g., semiarid, arid, Mediterranean (dry summer subtropical), humid continental, marine west coast, highland • High latitudes—e.g., subarctic, tundra (subpolar), icecap 	WG.2a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes (continued)	Identify the climate region where the following vegetation would be found: <ul style="list-style-type: none"> • Rain forest • Savanna • Desert • Steppe • Middle latitude forests • Taiga • Tundra 	WG.2a		
	Identify the regions where the following weather phenomena occur and are unique to that region: <ul style="list-style-type: none"> • Monsoons—South and Southeast Asia • Typhoons—Pacific Ocean • Hurricanes—Atlantic Ocean • Tornadoes—United States 	WG.2a		
	Explain how climate and weather phenomena effect the following areas of people’s lives in different regions: <ul style="list-style-type: none"> • Crops • Clothing • Housing • Natural hazards 	WG.2a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes (continued)	Compare maps and make inferences related to the physical and ecological processes.	Support Skills for SOL WG.2a		
	Interpret the ideas, concepts, or events expressed by pictures or other graphic media as they relate to the physical and ecological processes.			
	Apply latitude to identify climate zones.			
	Interpret charts, diagrams, and climographs.			
	Select the appropriate geographic resources to draw conclusions about the physical and ecological processes.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes (continued)	Explain how the following physical and ecological processes shaped the Earth's surface: <ul style="list-style-type: none"> • Earthquakes • Floods • Volcanoes • Erosion 	WG.2b		
	Explain the following ways humans influence their environment: <u>Water diversion/management</u> <ul style="list-style-type: none"> • Aral Sea • Colorado River • Aswan High Dam • Canals • Reservoirs • Irrigation <u>Changing landscapes</u> <ul style="list-style-type: none"> • Agricultural terracing (e.g., China, Southeast Asia) • Polders (e.g., Netherlands) • Deforestation (e.g., Nepal, Brazil, Malaysia) • Desertification (e.g., Africa, Asia) 	WG.2b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes (continued)	Human influence on environment (continued) <u>Environmental changes</u> <ul style="list-style-type: none"> Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America) Pollution (e.g., Mexico City, Chernobyl, oil spills) 			
	Explain how the environment has the following impact on humans: <ul style="list-style-type: none"> Settlement patterns Housing materials Agricultural activity Types of recreation Transportation patterns 	WG.2b, c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical and Ecological Processes (continued)	Explain the following technological innovations and how they have expanded the capacity of people to modify and adapt to their physical environment: <ul style="list-style-type: none">• Agriculture (e.g., fertilizers, mechanization)• Energy usage (e.g., fossil fuels, nuclear)• Transportation (e.g., road building, railways)• Automobiles (e.g., parking lots, suburbs)• Airplanes (e.g., airport expansion, noise)	WG.2c		
	Draw conclusions and make inferences about data.	Support Skills for SOL WG.2b, c		
	Gather, classify, and interpret information.			
	Explain cause and effect relationships.			
	Identify and interpret regional patterns on maps.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts	Explain that regions are areas of Earth's surface which share unifying characteristics.	WG.3a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain that geographers create and use regions as organizing concepts to simplify the world for study and understanding.	WG.3a		
	Show the following examples of physical regions: <ul style="list-style-type: none"> • Sahara • Taiga • Rainforest • Great Plains • Low Countries 	WG.3a		
	Show the following examples of cultural regions: Language <ul style="list-style-type: none"> • Latin America • Francophone world Ethnic <ul style="list-style-type: none"> • Chinatowns • Kurdistan Religion <ul style="list-style-type: none"> • Islam • Buddhism 	WG.3a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts (continued)	(Cultural regions continued) Economic <ul style="list-style-type: none">Wheat BeltsEuropean Union (EU) Political <ul style="list-style-type: none">North Atlantic Treaty Organization (NATO)African Union (AU)			
	Explain how regional labels reflect people’s perceptions of the following areas: <ul style="list-style-type: none">Middle EastSun BeltRust Belt	WG.3a		
	Locate areas (regions) on maps and globes.	Support Skills for SOL WG.3a		
	Interpret regional patterns on maps and globes.			
	Draw conclusions and make generalizations about data.			
	Explain cause and effect relationships.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts (continued)	<p>Explain how the following regional landscapes reflect the cultural characteristics of their inhabitants:</p> <p>Architectural structures</p> <ul style="list-style-type: none"> Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas) Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe) <p>Statues and monuments of local, national, or global significance</p> <ul style="list-style-type: none"> Taj Mahal (India) Kaaba (Mecca) Western Wall (Jerusalem) Dome of the Rock (Jerusalem) Church of the Holy Sepulcher (Jerusalem) Pyramids (Egypt) Kremlin (Moscow) Eiffel Tower (Paris) Virginia State Capitol Building Washington Monument White House Lincoln Memorial Statue of Liberty 	WG.3b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts (continued)	Gather, classify, and interpret information.	Support Skills for SOL WG.3b		
	Draw conclusions and make generalizations about data.			
	Analyze photographs and pictures and make inferences.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts (continued)	<p>Describe how cultural characteristics link or divide regions and identify examples reflected in each of the following:</p> <p>Language</p> <ul style="list-style-type: none"> • Arab world—Arabic • Hispanic America—Spanish • Brazil—Portuguese • Canada—French/English • Switzerland—Multiple languages • English—World language <p>Ethnic heritage</p> <ul style="list-style-type: none"> • Yugoslavia—Serbs, Croats, Bosnians, Albanians • Burundi and Rwanda—Hutus and Tutsis • United States, Switzerland—Unity in multiple ethnic countries • Korea and Japan—Predominantly single ethnicity • Cyprus—Greeks and Turks <p>Religion as a unifying force</p> <ul style="list-style-type: none"> • Hinduism • Buddhism • Judaism • Christianity • Islam 	WG.3c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Regional Concepts (continued)	Cultural characteristics (continued) Religion as a divisive force <ul style="list-style-type: none">Conflicts between Hindus and Muslims in Pakistan and IndiaConflicts between Catholics and Protestants in Northern IrelandJews, Christians, and Muslims all claiming Jerusalem as their religious heritage site			
	Identify and interpret regional patterns on maps.	Support Skills for SOL WG.3c		
	Draw conclusions and make generalizations about information.			
	Explain cause and effect relationships.			
	Compare and contrast differing sets of ideas, beliefs, and behaviors.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical, Economic, and Cultural Characteristics of Continents	Describe how physical, economic, and cultural characteristics influence regional development. Use the chart on pages 25 to 38.	WG.4	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	<p>Explain the following ways human interaction with the environment affects the development of a region:</p> <p>Human interaction with environment</p> <ul style="list-style-type: none"> • Deforestation—Amazon Basin, Nepal, Malaysia • Acid rain—Black Forest • Decreased soil fertility—Aswan High Dam 	WG.4		
	<p>Explain how each of the following criteria contributes to the determination of a country's relative importance:</p> <ul style="list-style-type: none"> • GDP (Gross Domestic Product) • Land size • Populations size • Resources 	WG.4		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical, Economic, and Cultural Characteristics of Continents (continued)	Explain how the following elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions: <i>Example: Water</i> <ul style="list-style-type: none">• Rio Grande—Boundary• Ob River—Flows northward into Arctic Ocean• Zambezi River—Water power• Ganges and Brahmaputra Rivers— Flood hazard <i>Example: Mountains</i> <ul style="list-style-type: none">• Rocky Mountains—Create rain shadows on leeward slopes• Himalayas—Block moisture to create steppes and deserts in Central Asia	WG.4		
	Explain charts comparing two or more geographic concepts.	Support Skills for SOL WG.4		
	Identify primary ideas expressed in graphic data as they relate to geographic concepts.			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Physical, Economic, and Cultural Characteristics of Continents (continued)	Gather, classify, and interpret information.	Support Skills for SOL WG.4 (continued)		
	Draw conclusions and make generalizations about data.			
	Explain cause and effect relationships.			
	Identify and locate regions, continents, oceans, and major features on maps and globes.			

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Latin America and the Caribbean</p> <p>Mexico and Central America: Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama</p> <p>South America: Colombia, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Peru, Bolivia, Brazil, Paraguay, Argentina, Uruguay, Chile</p> <p>Caribbean: Cuba, Haiti, Jamaica, Dominican Republic, Puerto Rico (U.S.)</p>	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> Major mountain ranges—Andes, Sierra Madres Rainforests Coastal desert—Atacama Reversed seasons south of the equator Amazon River Basin Grasslands: pampas, llanos Tropical climates predominant Volcanoes and earthquakes Archipelagoes Vertical zonation (<i>tierra caliente, tierra templada, tierra fria</i>) 	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> Diverse economies Subsistence farming Plantation agriculture Slash and burn agriculture Cash crops and food crops Haciendas Cattle ranges, gauchos Deforestation Destruction of rainforests Oil resources, Ecuador, Venezuela, and Mexico Heavy smog, pollution—Mexico City Disparity of income distribution North American Free Trade Agreement (NAFTA)—Mexico, Canada, United States. Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil) 	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> Indian civilizations African traditions Influence of European colonization Predominance of Roman Catholic religion Rigid social structure Mestizos Location of settlements: coastal in South America Megacities, squatter settlements Rapid population growth Out-migration <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> Music—African influences, calypso, steel drum bands, reggae Traditional dances Spanish, Portuguese languages <p><i>Cultural landscapes</i></p> <ul style="list-style-type: none"> Pyramids, cathedrals Haciendas, <i>ejidos</i> (communal land) Machu Picchu Tikal

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p>Latin America and the Caribbean (continued) <i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Mexico City • Rio de Janeiro • Buenos Aires • Santiago

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Europe Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> Switzerland Luxembourg Sweden <p><i>Land size</i></p> <ul style="list-style-type: none"> Ukraine France Spain <p><i>Population</i></p> <ul style="list-style-type: none"> Germany United Kingdom Italy France 	<p>Europe</p> <ul style="list-style-type: none"> Part of large landmass called Eurasia Peninsulas <ul style="list-style-type: none"> Iberian Italian Scandinavian Jutland Islands <ul style="list-style-type: none"> Great Britain Ireland Sicily Fjords Mountains <ul style="list-style-type: none"> Alps Pyrenees North European plain Rivers <ul style="list-style-type: none"> Danube Rhine Seine Volga Seas <ul style="list-style-type: none"> Adriatic Aegean Mediterranean Baltic Black North 	<p>Europe</p> <ul style="list-style-type: none"> Mountain regions—Tourism, recreation, and mineral resources Areas threatened by air and water pollution <ul style="list-style-type: none"> Forests (Black Forest) Cities (Venice) Rivers (Rhine, Danube, Seine) Development of industrial and transportation centers near mineral deposits, coal and iron ore <ul style="list-style-type: none"> Ruhr valley Po valley Rivers and canals serving as major transportation links Oil reserves in the North Sea Well-educated workforce—Industrial and technological societies, banking in Switzerland Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>) Well-developed infrastructure The Chunnel Differences in Western and Eastern European industrial development due to differing economic systems in prior 	<p>Europe</p> <ul style="list-style-type: none"> Birthplace of Industrial Revolution Many ethnic groups—Languages, religions, customs Sporadic conflict among groups (wars, revolutions) Birthplace of western democracy—Greece and Rome Spread of European culture to many other parts of the world (exploration, colonization, imperialism) Highly urbanized One of the world's most densely populated areas North Atlantic Treaty Organization (NATO) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> Berlin London Paris Madrid Rome Athens Warsaw

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> Oceans <ul style="list-style-type: none"> Atlantic Arctic Strait of Gibraltar Varied climate regions—Tundra to Mediterranean Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates 	<ul style="list-style-type: none"> European Union Trade important, especially to island nations; interdependence Large role of government in some economies (Sweden and Denmark). Replacement of communism with capitalism in Eastern Europe. Reclaimed land—Polders in Netherlands Demographics typical of developed economies <ul style="list-style-type: none"> High per capita GDP High life expectancy Low population growth rate Low infant mortality Low percentage of population under age 15 High literacy rate 	<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower Colosseum, Leaning Tower of Pisa, St. Peter's Basilica Parthenon Westminster Abbey, Big Ben Windmills Castles

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
United States and Canada United States Canada	United States and Canada <ul style="list-style-type: none"> • Abundant natural resources • Continental Divide • Rivers <ul style="list-style-type: none"> – Mississippi – St. Lawrence – Colorado – Columbia – Rio Grande • Other water features <ul style="list-style-type: none"> – Gulf of Mexico – Great Lakes – Arctic Ocean – Pacific Ocean – Atlantic Ocean – Hudson Bay • Land forms <ul style="list-style-type: none"> – Aleutian Islands – Hawaiian archipelago – Appalachian Mountains – Pacific Coastal Ranges – Basin and Range – Rocky Mountains – Great Plains – Interior lowlands – Atlantic and Gulf coastal plains – Canadian Shield – Grand Canyon 	United States and Canada <ul style="list-style-type: none"> • Major exporters of technology, consumer goods, information systems, and foodstuffs • Highly developed infrastructures • Highly diversified economies • Rich supply of mineral, energy, and forest resources • North American Free Trade Agreement (NAFTA) • Multinational corporations • Center of world financial markets (New York Stock Exchange) • Sustained economic growth • Widening gap between rich and poor • Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca Cola, music, blue jeans) 	United States and Canada <ul style="list-style-type: none"> • Colonized by the Europeans • Multicultural societies • Increasingly diverse populations • High literacy rates • High standard of living • Highly urbanized • Canada's struggle to maintain a national identity • Highly mobile populations • World's longest unfortified border between the United States and Canada • Democratic forms of government • Arts that reflect the cultural heritage of multicultural societies • North Atlantic Treaty Organization (NATO) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Toronto • Montreal • Ottawa • Quebec • Vancouver, British Columbia • Washington, D.C.

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> Varied climate regions—Ranging from tundra in Alaska to tropical wet in Hawaii 		<p><i>Cities as centers of culture and trade (continued)</i></p> <ul style="list-style-type: none"> Chicago New York City Los Angeles Houston <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> U.S. Capitol building Golden Gate Bridge Independence Hall St. Louis Gateway Arch Wheat fields Skyscrapers, shopping malls Bilingual signs Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>North Africa and Southwest Asia (Middle East) Location of countries, with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> • Kuwait • United Arab Emirates • Qatar • Israel <p><i>Land Size</i></p> <ul style="list-style-type: none"> • Algeria • Saudi Arabia • Libya <p><i>Population</i></p> <ul style="list-style-type: none"> • Iran • Turkey • Egypt 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Crossroads of Europe, Africa, and Asia • Desert and semiarid climates—Sahara, <i>sahel</i>, steppes • Mountains <ul style="list-style-type: none"> – Atlas – Taurus – Zagros • Water Features <ul style="list-style-type: none"> – Mediterranean Sea – Red Sea – Black Sea – Arabian Sea – Persian/Arabian Gulf – Strait of Hormuz – Bosphorus Strait – Dardanelles Strait – Nile River – Tigris River – Euphrates River – Jordan River • Seasonal flooding, alluvial soils, delta regions, oases, wadis 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism) • Major producers of world's oil • Oil revenues—Positive and negative effects • Water—The region's most precious resource • Great variation in standard of living—Ranging from relatively high to poverty-stricken • Regional conflicts, political unrest that affects tourism • Aswan High Dam—Positive and negative effects • Suez Canal—Enhanced shipping routes in the region • Guest workers • Trade important to region from earliest time • Wide range of per capita income and levels of development • Contemporary trade routes (sea lanes) • Organization of Petroleum Exporting Countries (OPEC) 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Rapid urbanization • Modernization centered in urban areas while traditional life continues in rural areas • Large percentage of population under age 15 • Population unevenly distributed • Arab countries and Arabic language • Non-Arab countries: Turkey, Iran, Israel • Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam • Conflict over Palestine • Nomadic lifestyles • Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Baghdad • Cairo • Istanbul

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><i>Cities as centers of culture and trade (continued)</i></p> <ul style="list-style-type: none"> • Jerusalem • Mecca • Tehran <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Mosques, minarets • Church of the Holy Sepulcher • Hagia Sophia • Bazaars, <i>suqs</i> • Western Wall • Dome of the Rock • Kaaba • Pyramids • Oil rigs • Walled cities

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Sub-Saharan Africa Location of countries, with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> • South Africa • Gabon • Botswana <p><i>Land Size</i></p> <ul style="list-style-type: none"> • Democratic Republic of Congo • Sudan • Chad • Mozambique • Madagascar <p><i>Population</i></p> <ul style="list-style-type: none"> • Nigeria • Ethiopia • Democratic Republic of Congo • Tanzania • Kenya 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Continent composed of a huge plateau, escarpments • River transportation impeded by waterfalls and rapids • Location of equator through middle of region; similar climate patterns north and south of the equator • Smooth coastline; few harbors • Large number of landlocked states • Storehouse of mineral wealth • Limited fertility of rainforest soils • Kalahari and Namib Deserts • Bodies of water <ul style="list-style-type: none"> – Nile River – Zambezi River – Niger River – Congo River – Atlantic Ocean – Indian Ocean – Red Sea – Lake Victoria – Lake Tanganyika • Nature preserves and national parks 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Large percentage of population engaged in agriculture (primary activity) • Subsistence agriculture • Nomadic herding • Slash and burn agriculture • Plantation agriculture • Cash crops and food crops • Poorly developed infrastructure • Large number of landlocked states • Substantial mineral wealth (diamonds, gold, alloys) • Major exporters of raw materials • Wide range of per capita income • Productivity that lags behind population growth • Desertification • Demographics typical of developing economies <ul style="list-style-type: none"> – Low per capita GDP – Low life expectancy – High population growth rate – High infant mortality – Large percentage of population under age 15 – Low literacy rates 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Uneven population distribution • Many ethnic groups—Languages, customs • Large numbers of refugees • Few cities with population over one million • Knowledge of history through oral tradition • Country names related to historical empires—Mali, Ghana, Zimbabwe <p><i>Diversity of Africans reflected in cultural heritage</i></p> <ul style="list-style-type: none"> • Masks • Sculpture • Dance • Music • Colorful dress • Jewelry <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Lagos • Dakar • Johannesburg

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cultural landscape</i> <ul style="list-style-type: none"> • Markets • Churches • Mosques, minarets • Villages • Modern city cores

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Russia and Central Asia Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> Kazakhstan Russia Turkmenistan <p><i>Land Size</i></p> <ul style="list-style-type: none"> Russia Kazakhstan Turkmenistan <p><i>Population</i></p> <ul style="list-style-type: none"> Russia Kazakhstan Uzbekistan 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> Vast land area—Spans two continents, Europe and Asia (covers 11 time zones) Vast areas of tundra, permafrost, taiga, and steppe Varied climate regions Black earth belt (rich <i>chernozem</i> soil) Mountains Caucasus Ural Mountains (divide Europe from Asia) Siberia (the sleeping land), located east of the Urals Major oil, natural gas, and mineral resources Water features <ul style="list-style-type: none"> Volga River Ob River Amur River Lake Baikal Caspian Sea Aral Sea Bering Strait Pacific Ocean Arctic Ocean Some rivers flow northward to the Arctic Ocean 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> Transition from communist to free market economies Farming and industry concentrated in the Fertile Triangle region, rich, <i>chernozem</i> soils (wheat farming) Infrastructure—Trans-Siberian Railroad, systems of rivers and canals and railroads Energy resources—Hydroelectric power, oil and natural gas Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country Foreign competition for investment in the region (oil pipelines) Widespread pollution Shrinking of the Aral Sea Political and economic difficulties after the breakup of the Soviet Union Cotton production in Central Asia 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> Diverse ethnic groups, customs and traditions (many of Turkic and Mongol heritage) <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> Ballet Fabergé eggs Music Icons <i>Matrioshka</i> dolls Oriental carpets Samovars <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> Russian Orthodox churches St. Basil's Church Red Square Kremlin Mosques, minarets Siberian villages Soviet-style apartment blocks <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> Moscow St. Petersburg Novosibirsk

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
South, Southeast, and East Asia <i>South Asia</i> <ul style="list-style-type: none"> Afghanistan Pakistan Nepal Bhutan Bangladesh India Sri Lanka <i>Southeast Asia</i> <ul style="list-style-type: none"> Philippines Indonesia Malaysia Thailand Cambodia Burma (Myanmar) Laos Vietnam Singapore Brunei <i>East Asia</i> <ul style="list-style-type: none"> Mongolia China (People's Republic of China) Japan Taiwan (Republic of China) North Korea South Korea 	South, Southeast, and East Asia <ul style="list-style-type: none"> Influence of mountains—Population, settlements, movement, climate Mountains <ul style="list-style-type: none"> Himalayas Western and Eastern Ghats Mount Fuji Varied climate regions ranging from tropical wet to humid continental Natural hazards—Monsoons, typhoons, volcanoes, and earthquakes Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation Bodies of water <ul style="list-style-type: none"> Arabian Sea Indian Ocean Bay of Bengal Ganges River Indus River Brahmaputra River Pacific Ocean Yangtze River (Chang Jiang) Mekong River Yellow River (Huang He) 	South, Southeast, and East Asia <ul style="list-style-type: none"> Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing Participation in global markets Newly industrialized countries—South Korea, Taiwan, Singapore Japan—Economic leader China in transition from a centrally planned economy Agricultural advancements and technology, enabling greater food production—"Green Revolution" Environmental degradation Deforestation Fishing ASEAN (Association of Southeast Asian Nations) Rice, tropical crops 	South, Southeast, and East Asia <ul style="list-style-type: none"> Areas of extremely dense and sparse population Contrast between rural and urban areas Religious diversity—Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism Caste system in India Respect for ancestors Religious conflicts (Hindu/Muslim) <i>Cultural heritage</i> <ul style="list-style-type: none"> Silks Batik Wood and ivory carving Ideograms, unique alphabets Jewels <i>Cities as centers of culture and trade</i> <ul style="list-style-type: none"> Tokyo Beijing New Delhi

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> • Abundant arable land • Loess • Plateau of Tibet • Gobi Desert 		<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Taj Mahal • Angkor Wat • Great Wall of China • Floating markets • Mosques, minarets • Pagodas • Temples and shrines • Terraced rice fields

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World Geography Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Australia, Pacific Islands, and Antarctica <ul style="list-style-type: none"> • Australia • New Zealand • Papua New Guinea 	Australia, Pacific Islands, and Antarctica <ul style="list-style-type: none"> • Wide range of vegetation, from tropical rain forests to desert scrub • Australia mostly desert • The Great Dividing Range • The Great Barrier Reef • Australia's isolation, resulting in unique animal life • Antarctica, the world's coldest, driest, windiest continent; icecap • Pacific islands—Volcanic, coral, or continental 	Australia, Pacific Islands, and Antarctica <ul style="list-style-type: none"> • Air and water travel that bring goods and services to remote areas • Dry areas of Australia well suited to cattle and sheep ranching • Upset of environmental balance, caused by the introduction of non-native plants and animals • Ranching, mining (primary activities) 	Australia, Pacific Islands, and Antarctica <ul style="list-style-type: none"> • Pacific islands are sparsely populated. • Most of Australia's population lives near the coast. • Traditional culture continues to shape life in the Pacific islands. • Lifestyles range from subsistence farming to modern city living. • Cultures reflect the mix of European and indigenous cultures (e.g., Maori and Aborigines). • Antarctica has no permanent residents. <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Canberra, A.C.T. (Australian Capital Territory) • Sydney • Melbourne <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Sydney Opera House • Cattle and sheep stations (Australia) • Research stations (Antarctica) • Thatched roof dwellings (Pacific islands)

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Human Population	Explain that population distribution is described according to location and density.	WG.5	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe the following human, environmental, economic, and political factors that influence population distribution: <ul style="list-style-type: none"> • Natural resources (oil, arable land, water) • Climate (hot/cold; wet/dry) • Economic development • Government policy • Rural/urban settlement • Capital resources (transportation, technology) • Conflicts (refugees) 	WG.5		
	Explain that characteristics of human populations differ over time and from region to region.	WG.5		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Human Population (continued)	Explain the following characteristics of human populations: <ul style="list-style-type: none"> • Birth and death rates • Age distribution • Male/female distribution • Life expectancy • Infant mortality • Urban/rural • GDP • Ethnicity • Language • Religion • Education 	WG.5		
	Explain that population growth rates are influenced by human, environmental, economic, and political factors.	WG.5		
	Describe the following factors that influence growth rate: <ul style="list-style-type: none"> • Modern medicine and hygiene • Education • Industrialization and urbanization • Economic development • Government policy • Role of women in society 	WG.5		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Human Population (continued)	Compare maps and make inferences.	Support Skills for SOL WG.5		
	Identify and interpret regional patterns on maps.			
	Draw conclusions and make generalizations about data.			
	Explain cause and effect relationships as they relate to human population.			
	Interpret charts and graphs as they relate to human population.			
	Interpret population pyramids.			
	Analyze data and interpret patterns of human population.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Human Migration	<p>Explain the following social, economic, political, and environmental push/pull factors that have influenced human migration:</p> <p>Push factors</p> <ul style="list-style-type: none"> • Overpopulation • Religious persecution • Lack of job opportunities • Agricultural decline • Conflict • Political persecution • Natural hazards—Droughts, floods, famines, volcanic eruptions • Limits on personal freedom • Environmental degradation <p>Pull factors</p> <ul style="list-style-type: none"> • Religion • Economic opportunity • Land availability • Political freedom • Ethnic and family ties • Arable land 	WG.6	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Human Migration (continued)	Explain how migrations have influenced the following cultural landscapes: <ul style="list-style-type: none">• Language• Religion and religious freedom• Customs/traditions• Cultural landscape	WG.6		
	Explain how modern transportation and communication are encouraging higher levels of cultural interaction worldwide. Include the following evidence of cultural interaction: <ul style="list-style-type: none">• Diffusion of U.S. culture to other regions• Popularization of other cultures’ traditions in the United States	WG.6		
	Identify and interpret regional human migration patterns on maps.	Support Skills for SOL WG.6		
	Identify primary ideas about human migration expressed in graphic data.			
	Draw conclusions and make generalizations about human migration data.			
	Explain cause and effect relationships as they relate to human migration.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources	Explain that natural substances become resources if and when they become useful to humans.	WG.7a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<i>See page 72 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Explain the following uses of energy resources and technology as they have changed over time: <ul style="list-style-type: none"> • Wood (deforestation) • Coal (pollution, mining problems, competition with oil and gas) • Petroleum (transportation, environmental considerations) • Nuclear (contamination/waste) • Solar, wind (cost, aesthetics) 	WG.7a		
	Explain the following ways natural, human, and capital resources determine economic activity in regions: Natural resources <ul style="list-style-type: none"> • Renewable—Soil, water, forests • Nonrenewable—Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite) 	WG.7a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources (continued)	<p>Impact of natural, human, and capital resources (continued)</p> <p>Human resources</p> <ul style="list-style-type: none"> • Level of education • Skilled and unskilled laborers • Entrepreneurial and managerial abilities <p>Capital resources</p> <ul style="list-style-type: none"> • Availability of money for investment • Level of infrastructure • Availability and use of tools, machines, and technologies 	WG.7a		
	<p>Describe the following three levels of classification for economic activity:</p> <ul style="list-style-type: none"> • Primary—Dealing directly with resources (fishing, farming, forestry, mining) • Secondary—Manufacturing and processing (steel mills, automobile assembly, sawmills) • Tertiary—Services (transportation, retail trade, informational technology services) 	WG.7a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources (continued)	<p>Describe the effect of unequal distribution of resources:</p> <ul style="list-style-type: none"> • Interdependence of nations/trade in goods, services, and capital resources • Uneven economic development • Energy producers and consumers • Imperialism • Conflict over control of resources 	WG.7a		
	<p>Explain, using the following information, how the location of resources influences economic activity and patterns of land use:</p> <ul style="list-style-type: none"> • Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro-electric power, aluminum smelting • Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry 	WG.7a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources (continued)	Explain that the use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.	WG.7b		
	Explain how the following social and economic priorities influence a culture's perspective on resources: <ul style="list-style-type: none"> Economic development priorities Environmental conservation priorities Priorities of indigenous minorities 	WG.7b		
	Describe the following examples of technologies that have created demand for particular resources: <ul style="list-style-type: none"> Steam engine—Demand for coal Internal combustion engine (cars and trucks)—Demand for gasoline (petroleum) Computer chips—Demand for skilled labor 	WG.7b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources (continued)	Explain the following costs and benefits in the use of resources: Costs <ul style="list-style-type: none">• Resource depletion• Environmental degradation• Health problems Benefits <ul style="list-style-type: none">• Production of goods and services• Employment opportunities• Development of technologies	WG.7b		
	Compare maps and globes and make inferences.	Support Skills for SOL WG.7a, b		
	Interpret regional patterns on maps and globes.			
	Identify primary ideas expressed in graphic data.			
	Gather, classify, and interpret geographic information as it relates to resources.			
	Analyze and evaluate geographic resource information.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources (continued)	Draw conclusions and make generalizations from data.	Support Skills for SOL WG.7a, b (continued)		
	Explain cause and effect relationships as they related to geographic resources.			
	Sequence information related to resources.			
Developed vs. Developing Countries	Explain that levels of economic development vary from country to country and from place to place within countries.	WG.8	<ul style="list-style-type: none"> Group discussions Quizzes Student projects Unit tests Writing assignments 	<i>See page 72 for complete reference information.</i> <ul style="list-style-type: none"> Audiovisual materials Education Place National Council for the Social Studies National Geographic Textbook United States Department of Education WorldNet Virginia 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Use the following information to explain how and why economic development varies from one part of the world to another: <ul style="list-style-type: none"> Access to natural resources Access to capital resources (investment in technology and infrastructure) Numbers and skills of human resources Levels of economic development Standards of living and quality of life Relationships between economic development and quality of life 	WG.8		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Developed vs. Developing Countries (continued)	Use the following indicators of economic development to assess the standard of living and quality of life of selected countries: <ul style="list-style-type: none">Population growth rate (natural increase)Population age distributionLiteracy rateLife expectancyInfant mortalityPercentage of urban population	WG.8		
	Use the following information to explain how resources and technology influence economic development and quality of life: <ul style="list-style-type: none">Urban/rural ratioLabor force characteristics (primary, secondary, tertiary sectors)GDP per capitaEducational achievement	WG.8		
	Explain charts comparing two or more concepts related to the development of countries.	Support Skills for SOL WG.8		
	Identify primary ideas expressed in graphic data related to the development of countries.			
	Gather, classify, and interpret information related to the development of nations.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Developed vs. Developing Countries (continued)	Draw conclusions and make generalizations about data.	Support Skills for SOL WG.8 (continued)		
	Explain cause and effect relationships related to the development of nations.			
	Interpret population pyramids related to the development of nations.			
Economic Inter-dependence	<p>Explain the following criteria that influence economic activity:</p> <ul style="list-style-type: none"> • Access to human, natural, and capital resources <ul style="list-style-type: none"> – Skills of the work force – Natural resources – Access to new technologies – Transportaion and communication networks – Availability of investment capital • Location and ability to exchange goods <ul style="list-style-type: none"> – Landlocked countries – Coastal and island countries – Proximity to shipping lanes – Access to communication networks 	WG.9a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	(Criteria that influence economic activity continued) <ul style="list-style-type: none"> Membership in political and economic alliances that provide access to markets—e.g., European Union (EU), North American Free Trade Association (NAFTA) 	WG.9a		(Sample Resources continued) <ul style="list-style-type: none"> 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework 2002 Sample Instructional Activities
	Explain that economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.	WG.9a		
	Explain that resources are not equally distributed.	WG.9a, b		
	Explain that no country has all the resources it needs to survive and grow.	WG.9a, b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	<p>Explain the following effects of unequal distribution of resources and its impact on economic interdependence:</p> <ul style="list-style-type: none"> Specialization in goods and services that a country can market for profit Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably) 	WG.9b		
	Describe comparative advantage as a situation where countries will export goods and services that they can produce at lower relative costs than other countries.	WG.9b		
	Explain that nations participate in those economic activities compatible with their human, natural, and capital resources.	WG.9b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	<p>Summarize the following examples of how some countries use their resources to engage in economic activities:</p> <ul style="list-style-type: none"> Japan—Highly industrial nation despite limited natural resources Russia—Numerous resources, many of which are not economically profitable to develop United States—Diversified economy, abundant natural resources, specialized industries Côte d’Ivoire—Limited natural resources, cash crops in exchange for manufactured goods Switzerland—Limited natural resources, production of services on a global scale 	WG.9b		
	<p>Explain the following reasons countries engage in trade:</p> <ul style="list-style-type: none"> To import goods and services that they need To export goods and services that they can market for profit 	WG.9b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	Explain that international trade fosters inter-dependence.	WG.9b		
	Summarize how comparative advantage effects international trade using the following information: <ul style="list-style-type: none"> Enables nations to produce goods and services that they can market for profit Influences development of industries (e.g., steel, aircraft, automobile, clothing) Supports specialization and efficient use of human resources 	WG.9b		
	Summarize the following spatial relationship changes that occur in economic and social interactions over time. Also, explain how improvements in transportation and communication promote globalization: <ul style="list-style-type: none"> Industrial labor systems (e.g., cottage industry, factory, office, telecommunications) Migration from rural to urban areas Industrialized countries export labor-intensive work to developing nations Growth of trade alliances Growth of service (tertiary) industries Growth of financial services networks and international banks 	WG.9c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	(Spatial relationship changes continued) <ul style="list-style-type: none"> • Internationalization of product assembly (e.g., vehicles, electronic equipment) • Technology that allows instant communication among people in different countries • Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service) • Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton) 			
	Explain that economic interdependence fosters the formation of economic unions.	WG.9d		
	Contrast the following examples of economic unions: <ul style="list-style-type: none"> • EU—European Union • NAFTA—North American Free Trade Agreement • ASEAN—Association of Southeast Asian Nations • OPEC—Organization of Petroleum Exporting Countries 	WG.9d		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	Compare the following advantages and disadvantages of economic unions: Advantages of economic unions <ul style="list-style-type: none">• More efficient industries• Access to larger markets• Access to natural, human, and capital resources without restrictions• Greater influence on world market Disadvantages of economic unions <ul style="list-style-type: none">• Closing of some industries• Concentration of some industries in certain countries, leaving peripheral areas behind• Agribusiness replacing family farms• Difficulty in agreeing on common economic policies	WG.9d		
	Explain that, as a global society, the world is increasingly interdependent.	WG.9d		
	Compare maps and globes and make inferences as they relate to economic interdependence.	Support Skills for SOL WG.9a-d		
	Identify regional patterns on maps and globes as they relate to economic interdependence.			
	Identify primary ideas expressed in graphic data related to economic interdependence.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Economic Inter-dependence (continued)	Gather, classify, and interpret information related to economic interdependence.	Support Skills for SOL WG.9a-d (continued)		
	Explain cause and effect relationships as they relate to economic interdependence.			
	Draw conclusions and make generalizations about data related to economic interdependence.			
Division and Control of the Earth's Surface	Describe divisions as regions of the Earth's surface over which groups of people establish social, economic, and political control.	WG.10a – c	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<i>See page 72 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Summarize the following examples of spatial divisions at the local and regional levels: <ul style="list-style-type: none"> • Neighborhoods • Election districts • School districts • Regional districts (e.g., bus lines, waste disposal, conservation districts, planning districts, area code zones) • Cities • Counties • States 	WG.10a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Division and Control of the Earth's Surface (continued)	<p>Explain the following reasons for spatial divisions:</p> <ul style="list-style-type: none"> • Desire for government closer to home • Need to solve local problems • Need to administer resources more efficiently 	WG.10a		
	<p>Explain that spatial divisions may generate conflict or cooperation. Explain the following reasons for the conflict and cooperation at the local and regional levels:</p> <p>Reasons for conflict</p> <ul style="list-style-type: none"> • Boundary disputes • Cultural differences • Economic differences • Competition for scarce resources • Political advantages (e.g., gerrymandering) <p>Reasons for cooperation</p> <ul style="list-style-type: none"> • Natural disasters • Economic advantages (attract new businesses) • Cultural similarities, ethnic neighborhoods • Addressing regional issues (e.g., waste management, magnet schools, transportation) 	WG.10a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Division and Control of the Earth's Surface (continued)	<p>Describe the following examples of spatial divisions at the national and international levels:</p> <ul style="list-style-type: none"> • Countries • Alliances: economic and political <ul style="list-style-type: none"> – North Atlantic Treaty Organization (NATO) – European Union (EU) – Organization of Petroleum Exporting Countries (OPEC) – North American Free Trade Agreement (NAFTA) – Commonwealth of Nations – United Nations – Red Cross/Red Crescent – Organization of American States (OAS) – League of Arab States – Association of Southeast Asian Nations (ASEAN) – African Union (AU) 	WG.10b, c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Division and Control of the Earth's Surface (continued)	<p>Explain the following reasons for spatial division at the national and international level:</p> <ul style="list-style-type: none"> • Differences in culture, language, religion • Retention of historical boundaries • Imperial conquest and control • Economic similarities and differences 	WG.10		
	<p>Explain that spatial divisions may generate conflict or cooperation. Explain the following reasons for conflict and cooperation at the national and international levels and explain the examples provided:</p> <p>Reasons for conflict</p> <ul style="list-style-type: none"> • Boundary and territorial disputes (Syria/Israel, Western Sahara/Morocco, China/Taiwan, India/Pakistan, Iraq/Kuwait) • Cultural differences (language, religion) <ul style="list-style-type: none"> – Indonesia – Canada (Quebec) – Ireland – Sudan • Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) 	WG.10b, c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Division and Control of the Earth's Surface (continued)	<p>(Reasons for national and international conflict continued)</p> <ul style="list-style-type: none"> • Ethnic differences <ul style="list-style-type: none"> – Balkans – Cyprus – Rwanda and Burundi – Kashmir • Nationalism <p>Examples of cooperation</p> <ul style="list-style-type: none"> • Humanitarian initiatives—e.g., Red Cross/Red Crescent • Economic alliances—e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC) • Cultural alliances—e.g., Francophone world, Commonwealth of Nations • Military alliances—e.g., North Atlantic Treaty Organization (NATO) • Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers • Programs to promote international understanding—e.g., Peace Corps • Alliances for environmental preservation • Foreign aid 	WG.10b, c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Division and Control of the Earth's Surface (continued)	Compare maps and make inferences.	Support Skills for SOL WG.10a-c		
	Identify regional patterns.			
	Gather, classify, and interpret information.			
	Explain cause and effect relationships.			
	Draw conclusions and make generalizations about data.			
	Participate in problem solving.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development	Describe site as the actual location of a city.	WG.11a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<i>See page 72 for complete reference information.</i> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities
	Describe the following examples of site: <ul style="list-style-type: none"> • Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey • Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore • Fall line sites: Richmond, Virginia • Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania • Hilltop sites: Rome, Athens, Jerusalem • Oasis sites: Damascus, Syria • Sites where rivers narrow: London, Quebec City 	WG.11a		
	Describe situation as another name for relative location—the location of a city with respect to other geographic features, regions, resources, and transport routes.	WG.11a		
	Explain that site and situation are important geographic concepts when studying the growth of cities.	WG.11a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development (continued)	<p>Describe the following examples of situation:</p> <ul style="list-style-type: none"> • Baghdad—Command of land between the Tigris and Euphrates rivers • Istanbul—Command of straits and land bridge to Europe • Mecca, Saudi Arabia; Varanasi (Benares), India—Focal point of pilgrimages • Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore—Cities that grew up around trade routes (the Silk Road; Trans-Sahara trade; maritime trade) • Capetown, South Africa—Supply station for ships • Omaha, Nebraska; Sacramento, California—Cities that grew up along the U.S. Transcontinental Railroad • Novosibirsk, Vladivostok—Cities that grew up along the Trans-Siberian Railroad 	WG.11a		
	<p>Explain that patterns of urban development occur according to site and situation.</p>	WG.11a		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development (continued)	<p>Summarize the following functions of towns and cities:</p> <ul style="list-style-type: none"> • Security, defense • Religious centers • Trade centers (local and long distance) • Government administration • Manufacturing centers • Service centers 	WG.11b		
	<p>Use the following examples to explain how the functions of towns and cities have changed over time:</p> <ul style="list-style-type: none"> • Rio de Janeiro—Move of Brazil’s capital city from Rio de Janeiro to Brasilia • Pittsburgh, Pennsylvania—Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing) • New York City—Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances • Mining towns, “ghost” towns—Resource depletion, changes in the environment 	WG.11b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development (continued)	<p>Explain the following powerful influences urban areas have on the world's cultural, political, and economic ideas and systems:</p> <ul style="list-style-type: none"> • Nation-building (monuments, symbols) • Transportation/communication hubs • Magnets for migration • Seed beds of new ideas and technologies • Diversity, leading to creativity in the arts • Universities, educational opportunities • Corporate headquarters/regional offices • Media centers (news, entertainment) 	WG.11c		
	<p>Summarize the following problems related to human mobility, social structure, and the environment that may occur as a result of development:</p> <ul style="list-style-type: none"> • Transportation problems emerge, especially as automobile travel increases. • Rich and poor neighborhoods exist in different areas isolated from one another. • Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem. • Air, water, and noise pollution increase. 	WG.11c		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development (continued)	(Problems associated with growth of urban areas continued) <ul style="list-style-type: none">• Sprawl results in conversion of agricultural land to urban uses, especially in North America.• Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia.• In developing countries, major cities are more connected to regions outside the country than to regions within the country.	WG.11c		
	Gather, classify, and interpret information related to the concepts of site and situation.	Support Skills for SOL WG.11a-c		
	Draw conclusions and make generalizations about information related to the concepts of site and situation.			
	Explain cause and effect relationships related to the concepts of site and situation.			
	Identify and interpret regional patterns on maps as they relate to the concepts of site and situation.			

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Urban Development (continued)	Locate area on maps and globes related to the concepts of site and situation.	Support Skills for SOL WG.11a-c		
Geographic Interpretation	<p>Explain the following practical applications of how geography enables students to be informed, active citizens in their communities:</p> <ul style="list-style-type: none"> • Recycling programs • Conversion of land from agricultural use • Water sources (e.g., dams, reservoirs, wells, pipelines, ocean) • Airport expansion • Air quality • Boundaries (e.g., school zones) • Bicycle paths • Mass transit • City planning and zoning laws • Energy use • Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries) • Selection of locations for new stores and businesses 	WG.12a	<ul style="list-style-type: none"> • Group discussions • Quizzes • Student projects • Unit tests • Writing assignments 	<p><i>See page 72 for complete reference information.</i></p> <ul style="list-style-type: none"> • Audiovisual materials • Education Place • National Council for the Social Studies • National Geographic • Textbook • United States Department of Education • WorldNet Virginia • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework • 2002 Sample Instructional Activities

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geographic Interpretation (continued)	Explain that current events are shaped by the physical and human characteristics of the places and regions where they occur.	WG.12b		
	<p>Use the following examples to explain how physical and human characteristics influence current events of places and regions:</p> <ul style="list-style-type: none"> • How physical characteristics influence current events <ul style="list-style-type: none"> – Natural hazards (e.g, flooding, earthquakes, volcanoes, drought) – Climate, vegetation • How human characteristics influence current events <ul style="list-style-type: none"> – Population distribution – Geographic patterns of ethnic diversity – A sense of place (emotional attachment to specific locations) – Geographic patterns of trade and interdependence (e.g., oil) – Geographic patterns of wealth and poverty (developed and developing nations) 	WG.12b		

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World Geography Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geographic Interpretation (continued)	Compare maps and make inferences.	Support Skills for SOL WG.12b		
	Identify and interpret regional patterns on maps.			
	Identify primary ideas expressed in graphic data.			
	Gather, classify, and interpret information.			
	Draw conclusions and make generalizations about data.			
	Examine cause and effect relationships.			

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World Geography Sample Scope and Sequence

Resources

Education Place – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

National Council for the Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

WorldNet Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprints – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum Framework – http://www.pen.k12.va.us/VDOE/Instruction/History/his_ss_framework.html

2002 Sample Instruction Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

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